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ABSTRACT

The report describes evaluation data on the Gifted and Talented Education (GATE) Program for the Sacramento City Unified School District. Parents of elementary, junior high/middle, and senior high GATE students completed questionnaires regarding their children's reactions to GATE, staff answered surveys, and GATE's advisory committee responded to a questionnaire. Evaluation data presented include the following (sample findings in parentheses): program enrollment in 63 district schools; ethnic makeup of students (the percentage of Asian participating students recorded a drop from 1979-80 to 1980-81); parent evaluation responses (the majority of parents believed their children were stimulated as a result of enrichment experiences); effects of an alternative program, a school-within-a-school approach for GATE students; and teachers' comments (recommendations included the need for additional basic materials and greater teacher input into decision making). Among 12 conclusions were that members of the GATE Advisory Committee were very positive about GATE operations and that parents would like to see more classes of science, creative writing, music, art, and basic subjects. Recommendations center on resource listings, inservice training, and continuation of the alternative program. (CL)

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June 30, 1981

Research Report No. 12
Series 1980-81
Topic: AN EVALUATION OF THE GATE PROGRAM IN OPERATION DURING THE 1980-81 SCHOOL YEAR

Payne, Holland I.

Current legislation encourages personnel in California school districts to develop instructional programs to meet the unique educational needs of identified gifted and talented students. Districts which plan special programs are provided additional funds from state sources for program implementation. The Sacramento City Unified School District has long required that programs be established at each school to provide for the special educational needs of its gifted students. In addition, during 1980-81 alternative classes for such students were established in grades 3-6 in the Sutterville and Isador Cohen schools. The Administrative and Evaluation Services Office was requested to review and evaluate program operations. This report contains the results of such an evaluation for the 1980-81 school year.

PROGRAM DESCRIPTION

The Gifted and Talented Education (GATE) Program for the Sacramento City Unified School District is composed of various school level programs, each with objectives which conform to one or more of the goals (Attachment 1) established for the district's GATE Program.

The coordination of the district-wide GATE Program is the responsibility of a district coordinator who also serves as principal of an elementary school. In addition to the district coordinator, two program specialists are employed; one for the elementary segment and one for the secondary segment. These program specialists assist school personnel in developing school-level plans, arranging inservice training, developing curriculum, scheduling community resource personnel, and assisting with other program services. Each school program is the responsibility of a designated supervisor or school site coordinator.

All schools with GATE students are required to develop and submit an instructional plan to the GATE office. The district coordinator and the appropriate program specialist review the plan and make suggestions for any needed changes regarding state guidelines, budget, objectives and activities. Following the final review, each program is funded according to its needs and merit.

During the 1980-81 school year, program plans for both elementary and secondary schools varied widely in content and types of activities conducted but conformed to broad district objectives. A variation in school-level plans was both expected and encouraged since school populations and staff talent differ markedly. Participation by parents and resource personnel also contributed to the uniqueness of each program.

EC152695

An Alternative Program, a school-within-a-school concept, was established at the Isador Cohen and Sutterville Elementary schools at the beginning of the 1980-81 school year. Parents assisted in the planning activities involved in establishing the two centers and have been highly supportive of the project.

Enrollment was open to any GATE student in the district for the grades involved. Student selection was made on the basis of points assigned each applicant according to responses made on nomination forms completed by parents and teachers. Maintaining an ethnic balance was one factor considered during student selection. Students were homogeneously grouped in four classes, grades 3, 4, 5, and 6, at each school. Transportation, coordinated with the Basic School schedule, was furnished for all project students who live beyond certain prescribed distances.

The GATE office provides a curriculum center where materials can be examined and checked out for short periods. Such material gives teachers and students an opportunity to investigate various programs and instructional supplies before making school purchases. The curriculum center also provides schools with materials developed by GATE office personnel and other staff members.

EVALUATION PROCEDURES

The evaluation plan was designed to secure information for use by personnel in the GATE office and for school site coordinators to use in program modification when needed.

A 20% sampling of parents of elementary, junior high/middle and senior high GATE students were asked to complete questionnaires (Attachments 2 and 3) dealing with their children's reaction to GATE class experiences.

Information regarding the administration of the program was obtained from the site program coordinators and/or teachers at each school through an appropriate questionnaire (Attachment 4).

The GATE Advisory Committee's perception of its role and function was evaluated by the use of a questionnaire (Attachment 5).

All parents of the students in the Alternative GATE Program at the Isador Cohen and Sutterville schools were asked to complete a questionnaire (Attachment 6) asking for their impressions of school operations during the school year. The teachers in the eight alternative school classes were interviewed to obtain their impressions of the program.

FINDINGS

Enrollment

A total of 63 district schools participated in the GATE Program during the 1980-81 school year. Of these, 48 were elementary, 10 were junior high/middle, and 5 were at the senior high school level.

Program enrollment as of November 20, 1980, totaled 2,561. Of these, 1,112 were at the elementary level, 662 were junior high/middle school students, and 787 were enrolled in the senior high schools. Included in the enrollment figures for the elementary segment are the 240 students attending the Isador Cohen and Sutterville Alternative GATE Program in grades 3, 4, 5, and 6.

The Jedediah Smith, Mark Twain, and Woodbine Elementary schools had no identified GATE students while Fruit Ridge, John Bidwell, and Mark Hopkins Elementary schools offered no program for identified GATE students. Similarly, Peter Lassen had no program for its identified students.

A summary of the enrollment of identified GATE students by school is shown in Table 1.

TABLE 1

NUMBER OF IDENTIFIED GATE STUDENTS BY SCHOOL AS OF NOVEMBER 20, 1980

Elementary Schools With Less Than 10 Identified GATE Students

School	No.
Abraham Lincoln	6
A. M. Winn	5
Clayton B. Wire	2
Earl Warren	5
Elder Creek	1
Ethel I. Baker	6
Ethel Phillips	3
Freeport	9
H. W. Harkness	4
John D. Sloat	7
Joseph Bonnheim	9
Maple	1
Nicholas	5
Pacific	3
Peter Burnett	9
Phoebe Hearst	9
Pony Express	8
Susan B. Anthony	4
Washington	6
William Land	7

TABLE 1 (Continued)

Elementary Schools With 11 - 25 GATE Students

School	No.
Bowling Green	21
Bret Harte	15
Camellia	13
C. P. Huntington	17
Edward Kemble	15
Golden Empire	12
Hollywood Park	11
James Marshall	16
Marian Anderson	19
Oak Ridge	13
O. W. Erlewine	20
Parkway	10
Sequoia	23
Tahoe	20
Theodore Judah	16

Elementary Schools With 26 - 50 GATE Students

School	No.
Alice Birney	27
Bear Flag	42
Caleb Greenwood	29
Crocker	49
David Lubin	43
Genevieve Didion	35
John Cabrillo	30
Riverside	36
Thomas Jefferson	27

Elementary Schools With More Than 50 GATE Students

School	No.
Caroline Wenzel	91
Hubert Bancroft	66
Isador Cohen	159
Sutterville	125

Elementary Schools With No Identified GATE Students And/Or No GATE Program

School
Fruit Ridge
Jedediah Smith
John Bidwell
Mark Hopkins
Mark Twain
Woodbine

TABLE 1 (Continued)

Junior High/Middle Schools With
Less Than 25 Identified GATE Students

School	No.
Charles M. Goethe	24
Joaquin Miller	12
John H. Still	13
Peter Lassen[1]	14
Will C. Wood	16

Junior High/Middle Schools With
26 - 50 Identified GATE Students

School	No.
Fern Bacon	30

Junior High/Middle Schools With
More Than 50 Identified GATE Students

School	No.
Albert Einstein	99
California	70
Kit Carson	99
Sam Brannan	248
Sutter	51

Senior High Schools With Identified GATE Students

School	No.
C. K. McClatchy	176
Hiram Johnson	95
John F. Kennedy	273
Luther Burbank	69
Sacramento	174

[1]School does not have a program for GATE students.

Ethnicity

An expanded method of student identification was established by the State Legislature for the 1980-81 school year. In addition to intellectual potential, the legislation broadened the categories of giftedness to include a student's: (1) achievement, (2) leadership, (3) creativity, and (4) artistic talent.

A comparison of the ethnic composition of the GATE Program enrollment for the 1979-80 and the 1980-81 school years was made to see if the new method of identification caused a change in the inclusion of ethnic minority students. A summary of the data collected is shown in Table 2.

TABLE 2

A COMPARISON OF THE NUMBERS AND PERCENTS OF IDENTIFIED GATE STUDENTS IN THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT FOR THE 1979-80 AND 1980-81 SCHOOL YEARS

	1979-80[1]			1980-81[2]		
Ethnicity	Total Enrollment	Number Identified	%	Total Enrollment	Number Identified	%
Indian	526	23	4.4	492	22	4.5
Asian	4,602	616	13.4	5,079	485	9.5
Black	8,574	172	2.0	8,565	185	2.2
White	18,995	1,813	9.5	18,048	1,660	9.2
Hispanic	6,606	157	2.4	6,436	141	2.2
District	39,303	2,760	7.0	38,260	2,493	6.5

From Table 2 it may be noted that all groups retained their respective places in the percentage of students identified as eligible for the GATE Program. The percentage of Asian, White, and Hispanic students identified for the GATE Program dropped with the Asian group lowering most from 13.4% to 9.5% of their group's population. The Indian and Black percentage gained slightly during the 1980-81 school year.

[1]Enrollment as of January 1980.
[2]Enrollment as of October 25, 1980.

Parent Evaluation of Elementary and Secondary Programs

A 20% sample of those parents whose students were enrolled in GATE classes in schools other than the two GATE Alternative Programs were sent questionnaires (Attachments 2 and 3) to obtain their opinions concerning certain facets of the district's GATE Program. A total of 502 questionnaires were mailed and 148 (29%) were returned.

A summary of the data received from the questionnaires completed by parents of elementary school students in the GATE Program is shown in Table 3.

TABLE 3

RESPONSES OF PARENTS OF ELEMENTARY SCHOOL STUDENTS IN THE GATE PROGRAMS OFFERED AT DISTRICT SCHOOLS

Statements	Responses				
	Very Much	Adequately	Some	None	Don't Know
	%	%	%	%	%
1. Program activities were discussed at home.	19	30	30	16	5
2. The program was appropriate for the GATE students involved..	16	27	22	5	30
3. Interests and/or abilities were stimulated as a result of enrichment experiences.	14	30	27	8	21
4. The program included attention to the development and knowledge of basic facts.	10	32	14	11	33
5. There has been academic challenge in the program.	10	30	21	11	28
6. The association with many other gifted/talented students in the same class has been beneficial to my child.	19	21	21	9	30
7. Program activities seem to have stimulated my child's interest in learning.	21	29	17	16	17
8. The program helped my child communicate ideas and feelings more effectively.	17	21	19	19	24

TABLE 3 (Continued)

Statements	Responses				
	Very Much	Adequately	Some	None	Don't Know
	%	%	%	%	%
9. My child's study habits have improved.	6	11	17	37	29
10. My child has been stimulated to be more creative as a result of the GATE activities.	11	24	24	19	24
11. My child has begun to experiment with new ideas and materials as a result of the GATE activities.	9	24	21	27	19

Questions With Yes or No Answers

Questions	Yes %	No %	No Response %
1. Have you been provided with sufficient information about the GATE Program?	51	44	5
2. Were you given an opportunity to discuss your child's participation in the GATE Program?	59	38	3
3. Do you believe the program at your school has met your child's interests?	46	43	11
4. Has any part of the class/program created problems for your child?	17	66	17
5. All things considered, do you feel the program has been a positive experience for your child?	66	17	17
6. Would you like your child to continue in this type of program?	73	8	19

When all "Very Much," "Adequate," and "Some" responses to the statements are totalled, Statements 1 and 3 each received over a 70% positive response. This would indicate the program was discussed in the homes of most of the GATE students and that parents believe their children were stimulated as a result of enrichment experiences.

All other statements received a majority of positive responses except Number 9. Parents do not believe their children's study habits were improved as a result of participation in the GATE Program.

When the "Yes" and "No" questions were considered, the majority of parents: (1) would like their GATE students to continue in the program; (2) feel the GATE Program has been a positive experience for their child; (3) were given an opportunity to discuss their child's participation in the GATE Program; and (4) were provided sufficient information about the program. Less than a majority (46%) believe the program met the child's interests and 17% indicated the class/program created problems for their children.

Parents who reported the class/program created problems for their children were asked to identify such problems. Their replies are summarized in Table 4.

TABLE 4

PROBLEMS CREATED FOR STUDENTS IN ELEMENTARY SCHOOL GATE CLASSES AS IDENTIFIED BY PARENTS

Problems	Times Mentioned
Classes missed in regular program	4
No separate GATE Program at school	4
Student not challenged - little interest stimulated	3
Homeroom teachers resent time student is away from class	3
Interfered with home activities after school	3
Parents not involved in initial planning	1
Program started late	1
Vague answers given about program	1
Child threatened when expected to live up to expectations	1
Class only meets on Fridays	1
Teacher does not relate to students	1
Made fun of by other students	1

Parents believe their children missed participation in their regular classes during "pull out" programs. After school GATE activities interfered with a child's home activities and regular classroom teachers resented the time students missed from the regular program.

Parents were asked to identify areas of the educational curriculum that should receive extra emphasis in future years. Many areas were mentioned with various sciences, creative writing, mathematics, music, and art being those areas most frequently mentioned. A summary of all areas mentioned is contained in Table 5.

TABLE 5

AREAS OF THE SCHOOL CURRICULUM PARENTS OF ELEMENTARY SCHOOL GATE STUDENTS BELIEVE NEED ADDITIONAL EMPHASIS IN FUTURE PROGRAMS

Area	Times Mentioned
Physical and biological sciences	23
Creative expression and writing	9
Social adjustment and cooperation	7
Mathematics	7
Music and art	7
Challenging atmosphere to sustain interest	7
History	6
Basic subject areas	6
Knowledge and appreciation of computers	3
Communication media	3
Foreign languages	3
Introduction to various vocations	2
Literature	2
Have definite structure to program	2
Drama	2
Critical thinking	2
Field trips	1
Parent education	1
GATE quality teachers	1

Parents were asked to suggest changes they believe would result in an improved GATE program. Suggestions most frequently mentioned were that students should spend more time in the GATE classes. Other repeated suggestions include: (1) more contact be made between parents and teachers; (2) have a program that challenges students; and (3) select and train the best teachers possible to work with GATE students. A summary of all suggestions is shown in Table 6.

TABLE 6

SUGGESTIONS FOR PROGRAM IMPROVEMENT MADE BY PARENTS OF GATE ELEMENTARY STUDENTS

Suggestions	Times Mentioned
Spend more time in GATE classes	11
Start a program	5
More contact between teacher and parent	5
Present project very adequate	5
Have a challenging program for students	5
Select and train best teachers possible for program	4
Have out-of-doors activities	2
Have thinking games available	2
Have more structure to program	2
Do away with daytime "pull-out" program	2
Use more parents as resource personnel	2

TABLE 6 (Continued)

Suggestions	Times Mentioned
Have pull-out program for full year	1
In-depth classes - such as languages	1
Have project with end products	1
Restore field trips	1
Settle program budget earlier	1
Have stricter discipline	1
Include first graders in program	1
Have class during regular school hours	1
Set attendance criteria for GATE classes	1
Expand program	

Parent Responses - Secondary Schools

Questionnaires (Attachment 3) were sent to the parents of 284 GATE students attending grades 7-12. Seventy (25%) completed forms were returned. The data received on these forms were summarized and are shown in Table 7.

TABLE 7

RESPONSES OF PARENTS OF SECONDARY SCHOOL STUDENTS ENROLLED IN THE GATE PROGRAMS OFFERED AT DISTRICT SCHOOLS

Statements	Percentage of Total Responses				
	Very Much	Adequately	Some	None	Don't Know
	%	%	%	%	%
1. I have received information about the classes which are available.	4	24	22	39	11
2. The number of GATE courses offered at our school is adequate.	2	16	29	10	42
3. I am satisfied with the number of other advanced classes available.	10	21	19	16	34
4. I am satisfied with the quality of academic work required in GATE classes.	12	33	16	3	36

TABLE 7 (Continued)

Statements	Percentage of Total Responses				
	Very Much	Adequately	Some	None	Don't Know
	%	%	%	%	%
5. The GATE class encouraged my child to produce original products (e.g., poems, plays, stories, speeches, experiments, research projects).	21	22	19	10	28
6. GATE classes have stimulated my child's interest in learning.	17	28	22	12	21
7. The class offered an opportunity for students to do independent study or investigation.	26	19	19	12	24
8. The class offered in-depth study of subject matter.	19	29	12	9	31
9. GATE classes have helped my child to be creative or to experiment with new ideas.	16	19	27	7	31
10. My child took leadership roles in the GATE class (e.g., led discussions, supervised or managed special events, headed a committee, taught a lesson).	10	9	17	35	29
11. The association with other gifted students in the same class has had social value for my child.	21	26	14	12	27
12. I am satisfied with the range and quality of elective classes available to my child.	9	29	26	14	22
13. Adequate counseling has been available to my child.	5	16	34	21	24
14. I have been satisfied with the availability of staff personnel to answer questions and explain procedures.	7	10	26	17	40

From Table 7, it would appear that parents have positive feelings toward the GATE Program at the secondary school level. Eleven of the 14 statements received approval when the three choices of "Some," "Adequate," and "Very Much" are combined.

Negative responses were received for Statements 2, 10, and 14. Parents appear to be (1) dissatisfied with the number of GATE courses offered, (2) believe their child did not take leadership roles in GATE classes, and (3) are not satisfied with the availability of staff personnel to answer questions and explain procedures related to the GATE Program.

When asked if any part of the GATE class/program created problems for their child, ten parents indicated problems did occur. Most problems concerned teachers and the work assigned or the quality of work expected. Their responses are summarized in Table 8.

TABLE 8

PROBLEMS CREATED FOR STUDENTS ENROLLED IN THE GATE SECONDARY SCHOOL PROGRAM AS IDENTIFIED BY PARENTS

Problem	Times Mentioned
Teacher imposed repetitive, tedious exercises in class	5
No class or information made available	4
Great experience - no problems	2
Teacher expected quality work	2
Used student teachers with GATE classes	2
Child frustrated - needed more guidance on projects	1
No challenge in math class	1
Too much work assigned	1
Competition dampened child's enthusiasm	1
Program geared to school's need - not student's	1

Parents were asked to identify areas of the curriculum to be given added emphasis in the future. Advanced science and mathematic classes, creative writing, poetry, literature, art, and music were the areas most frequently mentioned. A summary of all areas named appears in Table 9.

TABLE 9

CURRICULAR AREAS TO WHICH ADDED EMPHASIS SHOULD BE GIVEN IN THE GATE PROGRAM FOR STUDENTS IN GRADES 7-12 AS IDENTIFIED BY PARENTS

Problem	Times Mentioned
Advance mathematics and lab sciences	9
Motivating science classes	7
More creative writing, poetry, literature	5
More in-depth and/or advanced study	5
Art and music	4
Basic English grammar, etc.	3
Computer sciences	2

TABLE 9 (Continued)

Problem	Times Mentioned
Program adequate - although Latin is missing	1
Practical application of concepts learned	1
Educational field trips	1
Electronics	1
Foreign languages	1

Parents made suggestions for program improvement. These include encouragement of students to do advanced study, conduct classes so that they are interesting to students, and have more information available for parents. A summary of all suggestions appears in Table 10.

TABLE 10

SUGGESTIONS TO IMPROVE THE GATE PROGRAM IN GRADES 7-12
MADE BY PARENTS OF GATE STUDENTS

Suggestion	Times Mentioned
More encouragement to do advanced study	5
Make classes more interesting to students	5
More information to parents needed	4
Library research and qualitatively different work	2
Excellent program at Sutter and Brannan	2
Have a program	2
Intensive counseling needed	1
Remove students who do not want to be in class	1
Spend money for all students - not the few	1
Offer computer science	1
Greater effort at class organization	1
Stricter discipline in class	1
Smaller class size	1

Alternative Program

Each student enrolled in the Alternative Program classes at the Isador Cohen and Sutterville Elementary schools was pre- and posttested on a form of the Comprehensive Test of Basic Skills (CTBS) which would permit growth to be shown by all except a few exceptional individuals. The curriculum areas of reading, language arts and mathematics were included in the test batteries. Pretest data were obtained on September 10, 1980, while the posttests were administered on May 7, 1981, resulting in an eight months instructional period between testings.

A summary of the data obtained for the students involved is shown in Tables 11 and 12.

From Table 11 it can be seen that students in the Sutterville GATE Alternative Program made significant gains in all areas at all grade levels except reading in Grade 3 and language arts in Grade 5. Achievement was most pronounced in mathematics with students gaining ten months in Grade 3, 20 months in Grade 4, 21 months in Grade 5, and 24 months in Grade 6 in the eight months between tests. These data probably do not adequately reflect the extent of academic growth of all students involved since several students scored at the top of the grade equivalency range in reading (7) and language arts (3) on the pretest. Many were further restricted by the lack of range on the posttest: 20 in reading, 22 in language arts, and 19 in mathematics. This restriction was most noticeable in Grades 5 and 6, and helps to account for the relative lack of achievement in language arts in Grade 5.

Achievement data for students attending the Isador Cohen Alternative GATE program are shown in Table 12.

As shown in Table 12, students in the Alternative GATE Program at Isador Cohen made substantial gains in each of the curricular areas tested. Achievement was significant in all academic areas for all classes except reading in Grade 4 and language arts in Grade 6. Excellent gains were made in Grades 3 and 5 for all subjects tested and for language arts in Grade 4. The magnitude of student academic gains may not be indicated by the test data shown due to students scoring at the top of test grade equivalencies on the pretests. This is especially true in Grade 6 reading and language arts. This lack of achievement range on the test used is undoubtedly responsible for the relative lack of mean academic growth recorded for Grade 6 students in language arts and reading.

TABLE 11

THE MEAN ACADEMIC ACHIEVEMENT OF STUDENTS IN THE ALTERNATIVE CLASSES FOR THE GATE PROGRAM AT SUTTERVILLE ELEMENTARY SCHOOL AS MEASURED ON APPROPRIATE LEVELS OF THE CTBS

Subject Area	Grade 3			Grade 4			Grade 5			Grade 6		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
READING												
Number of Students	24	24		26	26		31	31		27	27	
Average Raw Score	66.8	71.9	5.1	60.4	71.2	10.8	73.9	78.1	4.2	62.7	72.8	10.1
Grade Equivalent	5.0	5.7	0.7	6.6	8.3	1.7	9.1	10.4	1.3	9.4	11.1	1.7
Percentile Rank	88	85	-3	87	92	5	93	95	2	86	94	8
T-Score		1.58[1]			2.96*			2.92*			4.10*	
LANGUAGE ARTS												
Number of Students	21	21		26	26		31	31		27	27	
Average Raw Score	72.8	81.4	8.6	76.9	85.5	8.6	91.1	94.3	3.2	61.4	68.2	7.2
Grade Equivalent	4.6	6.3	1.7	6.3	8.1	1.8	9.9	10.6	0.7	9.7	10.9	1.2
Percentile Rank	79	83	4	79	85	6	91	92	1	80	89	9
T-Score		2.36**			2.24**			2.01[1]			2.81*	
MATHEMATICS												
Number of Students	25	25		26	26		31	31		27	27	
Average Raw Score	74.8	87.1	12.3	54.8	78.4	23.6	80.0	88.9	8.9	54.2	82.7	28.5
Grade Equivalent	4.1	5.1	1.0	5.2	7.2	2.0	7.5	9.6	2.1	7.9	10.3	2.4
Percentile Rank	82	81	-1	77	92	15	88	95	7	76	93	17
T-Score		3.50*			5.35*			4.44*			6.85*	

[1] Not Significant
* Significant at $p < .01$
** Significant at $.02 < p < .05$

TABLE 12

THE MEAN ACADEMIC ACHIVEMENT OF STUDENTS IN THE ALTERNATIVE CLASSES FOR THE GATE PROGRAM AT ISADOR COHEN ELEMENTARY SCHOOL AS MEASURED ON APPROPRIATE LEVEL OF THE CTBS

Subject Area	Grade 3			Grade 4			Grade 5			Grade 6		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Cnange	Pre	Post	Change
READING												
Number of Students	24	24		27	27		27	27		30	30	
Average Raw Score	63.3	77.9	14.6	62.0	66.0	4.0	67.7	78.2	10.5	69.1	73.7	4.6
Grade Equivalent	4.5	7.4	2.9	6.8	7.4	0.6	7.6	10.4	2.8	10.4	11.4	1.0
Percentile Rank	84	96	12	89	85	-4	84	95	11	93	95	2
T-Score		4.93*			1.26[1]			6.55*			2.09**	
LANGUAGE ARTS												
Number of Students	24	24		26	26		28	28		29	29	
Average Raw Score	69.3	83.1	13.8	76.6	87.0	10.4	79.7	92.9	13.2	67.0	70.0	3.0
Grade Equivalent	4.1	6.9	2.8	6.2	8.7	2.5	6.9	10.3	3.4	10.6	11.4	0.8
Percentile Rank	73	86	13	78	87	9	70	89	19	90	92	2
T-Score		5.36*			3.77*			4.88*			1.77[1]	
MATHEMATICS												
Number of Students	24	24		26	26		28	28		30	30	
Average Raw Score	66.8	91.4	24.6	60.4	74.6	14.2	70.0	92.0	22.0	60.9	76.1	15.2
Grade Equivalent	3.7	5.8	2.1	5.5	6.8	1.3	6.3	10.6	4.3	8.5	9.6	1.1
Percentile Rank	74	92	18	84	89	5	74	99	25	83	86	3
T-Score		6.66*			4.53*			7.62*			4.85*	

[1] Not Significant
* Significant at $p < .01$
** Singificant at $.02 < p < .05$

Parent Opinion

All parents of students enrolled in the two alternative schools were asked to complete a questionnaire (Attachment 6) concerning certain facets of the program and overa l operations. Their responses are summarized in Tables 13 and 14.

TABLE 13

THE RESPONSES OF PARENTS WHOSE CHILDREN WERE ENROLLED IN THE SUTTERVILLE ALTERNATIVE GATE PROGRAM

Statements	Responses									
	Very Much		Adequately		Some		None		Don't Know	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Dates and procedures for the activities needed to enroll my child in the alternative program were clearly communicated.	37	49	34	45	4	5	0	0	1	1
2. Pre-enrollment activities scheduled by GATE office personnel were beneficial.	35	46	22	29	13	17	1	1	5	7
3. The program included attention to the development and knowledge of basic facts.	40	53	26	34	5	7	1	1	4	5
4. The curriculum offered includes instruction in areas other than the basic skills.	42	55	25	33	8	11	0	0	1	1
5. My child's study habits have improved.	24	32	22	29	17	22	10	13	3	4
6. The behavior standards expected of students have been explained.	32	42	31	41	4	5	3	4	6	8
7. Students are taught to maintain respect for themselves and others.	30	39	30	39	7	9	2	4	7	9
8. Individual differences are being considered in classroom assignments.	26	35	17	22	14	18	4	5	15	20

TABLE 13 (Continued)

Statements	Responses									
	Very Much		Adequately		Some		None		Don't Know	
	No.	%	No.	%	No.	%	No.	%	No.	%
9. Homework assignments are meaningful.	34	45	23	30	15	20	3	4	1	1
10. Students are learning to accept responsibility for their assigned work.	42	55	19	25	11	14	2	3	2	3
11. Open communication exists between home and school.	41	54	25	33	9	12	1	1	0	0
12. There has been academic challenge in the program.	47	63	17	22	10	13	1	1	1	1
13. My child's thinking skills have been sharpened through participation in the program.	39	51	20	26	8	11	6	8	3	4
14. My child's interests and/or abilities were stimulated as a result of enrichment experiences.	44	57	19	25	8	11	3	4	2	3
15. The association with many other gifted/talented students in the same class has been beneficial to my child.	49	64	11	14	8	11	3	4	5	7
16. The program helped my child communicate ideas and feelings more effectively.	34	45	23	30	10	13	4	5	5	7
17. My child has shown an increase in creative activities this school year.	35	46	16	21	16	21	8	11	1	1
18. I have assisted at the school as a parent volunteer.	10	13	4	5	26	34	39	51	3	4
19. I feel welcome when I visit the school.	50	66	17	22	1	1	2	3	6	8
20. I have helped with projects and activities for my child's class.	11	14	15	20	27	36	22	29	1	1

TABLE 13 (Continued)

Statements	Responses									
	Very Much		Adequately		Some		None		Don't Know	
	No.	%	No.	%	No.	%	No.	%	No.	%
21. The GATE Parent Advisory Committee has given me an opportunity to become involved in program activities.	21	28	24	31	12	16	11	14	8	11
22. The GATE Parents' Newsletter has kept me informed of school and district activities of importance.	44	58	23	30	6	8	0	0	3	4
23. My child has a positive attitude toward the GATE class.	48	23	14	18	9	12	2	3	3	4
24. The Alternative Program meets my expectations.	45	59	18	24	8	11	4	5	1	1

Parents were most positive about being informed of dates and procedures needed to enroll students in the Alternative Program (Statement 1). Ninety-four percent responded such information was clearly communicated to them. Most other statements received 80% or better positive response when the responses "Very Much" and "Adequately" are combined.

The only statements receiving less than 50% of the responses in the two categories were Numbers 18 and 20 which deal with the assistance parents gave to classes and classroom projects or their work as volunteers.

The opinions expressed by GATE Alternative School parents for the program at Isador Cohen school are shown in Table 14.

TABLE 14

THE RESPONSES OF PARENTS WHOSE CHILDREN WERE ENROLLED IN THE ISADOR COHEN ALTERNATIVE GATE PROGRAM

Statements	Responses									
	Very Much		Adequately		Some		None		Don't Know	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Dates and procedures for the activities needed to enroll my child in the alternative program were clearly communicated.	43	57	30	39	3	4	0	0	0	0

TABLE 14 (Continued)

Statements	Responses									
	Very Much		Adequately		Some		None		Don't Know	
	No.	%	No.	%	No.	%	No.	%	No.	%
2. Pre-enrollment activities scheduled by GATE office personnel were beneficial.	39	52	23	30	11	14	1	1	2	3
3. The program included attention to the development and knowledge of basic facts.	34	44	31	41	9	12	0	0	2	3
4. The curriculum offered includes instruction in areas other than the basic skills.	50	66	22	29	3	4	1	1	0	0
5. My child's study habits have improved.	25	33	25	33	17	22	6	8	3	4
6. The behavior standards expected of students have been explained.	33	43	33	43	7	10	1	1	2	3
7. Students are taught to maintain respect for themselves and others.	31	41	30	39	9	12	1	1	5	7
8. Individual differences are being considered in classroom assignments.	23	30	24	31	6	8	8	11	15	20
9. Homework assignments are meaningful.	35	45	21	28	13	17	2	3	5	7
10. Students are learning to accept responsibility for their assigned work.	43	57	21	28	10	13	1	1	1	1
11. Open communication exists between home and school.	42	55	25	33	9	12	0	0	0	0
12. There has been academic challenge in the program.	49	64	19	25	6	8	2	3	0	0
13. My child's thinking skills have been sharpened through participation in the program.	41	53	23	30	8	11	2	3	2	3

TABLE 14 (Continued)

Statements	Responses									
	Very Much		Adequately		Some		None		Don't Know	
	No.	%	No.	%	No.	%	No.	%	No.	%
14. My child's interests and/or abilities were stimulated as a result of enrichment experiences.	43	56	26	20	8	11	5	7	0	0
15. The association with many other gifted/talented students in the same class has been beneficial to my child.	45	59	19	25	8	11	1	1	3	4
16. The program helped my child communicate ideas and feelings more effectively.	28	37	26	34	16	21	2	3	4	5
17. My child has shown an increase in creative activities this school year.	34	45	22	29	16	21	4	5	0	0
18. I have assisted at the school as a parent volunteer.	8	11	11	14	33	44	23	30	1	1
19. I feel welcome when I visit the school.	48	63	22	29	5	7	1	1	0	0
20. I have helped with the projects and activities for my child's class.	7	9	18	24	36	48	14	18	1	1
21. The GATE Parent Advisory Committee has given me an opportunity to become involved in program activities.	19	24	21	28	21	28	8	11	7	29
22. The GATE Parents' Newsletter has kept me informed of school and district activities of importance.	38	51	26	34	11	14	0	0	1	1
23. My child has a positive attitude toward the GATE class.	52	63	17	22	4	5	2	3	1	1
24. The Alternative Program meets my expectations.	40	52	25	33	5	7	5	7	1	1

The Isador Cohen Alternative School parents were very positive toward school operations. When choices "Adequately" and "Very Much" are combined, Statements 1, 4, and 19 received over 90% approval from responding parents. These three statements include information concerning student enrollment; the curriculum offered in areas other than basic skills; and parents feeling welcome while visiting school. All other statements except 5, 8, 18, 20, and 21 received over 70% affirmative responses. Only 66% reported adequate or better improvement in their child's study habits; 61% believe adequate attention is being given to individual differences in the classroom; 52% believe they were given an opportunity to become involved in program activities; 33% have helped with projects and classroom activities; and 25% have assisted as parent volunteers.

Sutterville

Following the Statements Section of the questionnaire, parents were asked tc add their comments about the program. Such comments made by Sutterville parents are summarized in Table 15.

TABLE 15

GENERAL COMMENTS MADE BY PARENTS OF GATE ALTERNATIVE SCHOOL STUDENTS ENROLLED IN THE SUTTERVILLE SCHOOL

Comments	Times Mentioned
We are pleased with teachers and program	19
Child has developed a positive attitude and self-concept	4
Parent interest/participation helps to make program successful	1
Busing program ran smoothly	1
Child has not completed many assignments	1
Child seems indifferent to school and program	1
Homework assignments have been routine	1
Program has added disruptive, discipline-problem students	1
Was never asked to assist in activities or projects	1
Little done to stimulate individual differences	1
Child's grades improved	1
Child's time on task lengthened	1
Child finally found ability an asset	1
Too much homework given	1
No academic stimulation from program	1
Other children have made fun of GATE students	1
Child has had difficulty being "different"	1
Children allowed to be too boisterous during study/test time	1
Research skills have improved	1
Child has learned to accept ability of others	1
Children should be designated by school name, not GATE	1

Parents were asked if they believe the alternative program benefitted their children. Of the 76 responding, 68 (90%) believe it has; 4 (5%) answered "No" and 4 (5%) did not respond to the question. Their comments regarding the benefit they saw for their children are shown in Table 16.

TABLE 16

BENEFITS OF THE GATE ALTERNATIVE PROGRAM CITED BY PARENTS OF STUDENTS ENROLLED AT THE SUTTERVILLE SCHOOL

Benefit	Times Mentioned
Program has challenged student	21
Program has enriched academic learning	20
Student has become more interested in learning	9
Student recognizes the abilities of others	7
Student has developed a sense of responsibility	4
Creativeness has been expanded	3
Program has aided child socially	3
Student much more enthusiastic about school	2
Child has developed self-respect	1
Child has developed good study habits	1
Citizenship has improved	1

When Sutterville parents were asked if the GATE Alternative Program had caused a problem for their child, 26 (34%) believe it had; 47 (62%) believe it had not; and 3 (4%) did not respond to the question. The replies are summarized in Table 17.

TABLE 17

PROBLEMS CITED BY PARENTS AS THOSE CAUSED BY THE GATE ALTERNATIVE PROGRAM AT SUTTERVILLE SCHOOL

Problems	Times Mentioned
Pressure to keep up with classmates	5
Excessive homework assignments	4
Noise level in classroom too high	3
Self-discipline problems have emerged	3
The need to adjust to leaving neighborhood friends	2
Busing to and from school	2
Difficult to not be class leader	1
Child provided too many options	1
Social adjustment difficult	1
Child has had trouble relating to siblings	1

Parents were asked if they had noticed any attitude changes in their children since their enrollment in the GATE Alternative Program. The changes mentioned are summarized in Table 18.

TABLE 18

CHANGES IN STUDENT ATTITUDE TOWARD SCHOOL CITED BY PARENTS OF STUDENTS ATTENDING THE SUTTERVILLE GATE ALTERNATIVE SCHOOL

Change	Times Mentioned
Child is much happier with school	28
Assignments are done enthusiastically	10
Study habits have improved	5
Student more responsible for work	4
Negative attitude has developed	3
Child enjoys friendship of others	3
Child appreciates high standards	2
Child now talks about class activities	2
Respect for others has increased	2
Child has gained confidence	2
Friends from neighborhood school missed	1

Parents also made suggestions for improving the program. These suggestions are summarized in Table 19.

TABLE 19

SUGGESTIONS TO IMPROVE PROGRAM OPERATION MADE BY THE PARENTS OF SUTTERVILLE GATE ALTERNATIVE SCHOOL STUDENTS

Suggestions	Times Mentioned
Put more effort on individual assignments	6
Have smaller classes	4
Have more field trips and resource personnel	4
Put greater emphasis on good behavior	3
Expand program to other schools	3
Have creative or "fun" activities	2
Have more structure to the program	2
Involve students with others outside GATE Program	2
Add a science oriented program	1
Increase study time at school	1
Develop provisions to drop non-conforming students	1
Do not give letter grades for creative areas	1
Help students develop good study habits	1
Develop an "Early-Late" schedule	1
Have GATE Advisory Committee more accessible to parents	1

Isador Cohen

Parents of students enrolled in the Isador Cohen Alternative School Program made several comments regarding the program. These are summarized in Table 20.

TABLE 20

GENERAL COMMENTS ABOUT THE GATE ALTERNATIVE PROGRAM MADE BY PARENTS OF STUDENTS ENROLLED IN THE ISADOR COHEN ALTERNATIVE PROGRAM

Comments	Times Mentioned
Pleased with teacher and program	14
Disappointed in lack of work assigned	3
Unaware of any assignments for individual differences	3
Child's attitude toward school is now positive	3
Great to see academic excellence encouraged	2
Lack of homework creating bad study habits	2
Student has enjoyed challenge	1
Hope program will continue	1
Student behavior does not meet standards set	1
Principal very effective	1
Hope junior high program is equally well organized	1
Have not been asked to work at home for school	1
Drama, fine arts, and science should be offered	1
Child's study habits have improved	1
Association with other GATE students beneficial	1
Standards of operation should be established at beginning of year	1
Student has learned to be more responsible	1
Too much creative writing featured	1
More basics should be taught	1
Students should be grouped by ability	1

When asked if they believed the GATE Alternative Program had benefitted their children, 73 (96%) of the responding parents believe such is the case; 2 (3%) dc not believe their child benefitted; and 1 (1%) did not respond. Their summarized commends are shown in Table 21.

TABLE 21

BENEFITS OF THE GATE ALTERNATIVE PROGRAM CITED BY PARENTS OF STUDENTS ENROLLED AT THE ISADOR COHEN SCHOOL

Benefits	Times Mentioned
Child's interest in school work greatly increased	6
Program has challenged students	5
Child now realizes ability of others	4
Increased social awareness and developed new friends	3
Student's citizenship has improved	3
Student's study habits have improved	2
Helped develop creative writing skills	1
Program has stimulated independent research	1
Student happy with school	1
Child's attendance much better	1
Child has improved self-image	1

Some of the responding parents (57%) reported the program caused problems for their children. Problems were identified, and a summary of such problems is shown in Table 22.

TABLE 22

PROBLEMS CREATED FOR STUDENTS IN THE GATE ALTERNATIVE PROGRAM AT ISADOR COHEN ELEMENTARY SCHOOL

Problem	Times Mentioned
Adjustment to new surroundings difficult	5
Time on bus not a positive learning factor	2
Long day eliminates social activity in home area	2
Realization that other students are talented	1
Child has had to work and study much harder	1
Lack of consideration of individual ideas	1
Stimulation has been lacking in math	1
Discipline too lax at GATE school	1

Some parents commented on the change in attitude they had noted in their children while being a member of the GATE Alternative Program. Those changes in attitude are shown in summary form in Table 23.

TABLE 23

CHANGES IN STUDENT ATTITUDE TOWARD SCHOOL NOTED BY PARENTS OF STUDENTS ATTENDING THE ISADOR COHEN GATE ALTERNATIVE SCHOOL

Change	Times Mentioned
Child much happier in school	7
Child now seems more willing to work	6
Child's attendance has improved	2
Child doesn't care to do best work	1
School has become a bore	1
Child now takes interest in extra activities	1
Quality of work has improved	1

The responding parents for the Isador Cohen GATE Alternative School made some suggestions for improving the program at their school. These are shown in summarized form in Table 24.

TABLE 24

SUGGESTIONS FOR IMPROVING THE GATE ALTERNATIVE PROGRAM AT THE ISADOR COHEN ELEMENTARY SCHOOL

Suggestion	Times Mentioned
Standards of expectation should be set early	3
Expand program	2
Don't lower standards to enroll more minorities	2
Add teacher aides	2
Program should meet individual needs	2
Furnish additional instructional materials	1
Have more frequent home-school communication	1

TABLE 24 (Continued)

Suggestion	Times Mentioned
Add flexibility to the primary curriculum	1
Have a more structured program	1
Build student self-concepts early in year	1
Students need a shorter day	1
Increase time spent in science, art, and language	1
Decrease the number of math groups	1
Be definite when making class assignments	1
Have students integrate with regular students for group instruction	1
Utilize talents of resource personnel	1

Teachers' Comments

Each of the teachers participating in the program is very supportive of the concept and made positive comments regarding the first year's experiences. They were pleased with the preparatory workshop held prior to the opening of school. During that time, they and members of the GATE central staff worked collectively to develop operational guidelines for the program at each school. Included were an operational philosophy, program goals, a curriculum framework, academic standards, behavioral expectations, a grading system relating letter grades to a percentage correct scale, methods for reporting to parents and the use of parent volunteers.

A diagnostic-prescriptive approach to teaching was agreed upon. Such a method features mastery tests for curriculum units and serves to assist in the recognition of student strengths and weaknesses. From the results of such tests instruction can be geared toward individuals and/or small groups.

As the year progressed, records of student accomplishments were kept, parents were informed of students' strengths and weaknesses, extra parent-teacher conferences were held when needed, and procedures for handling homework assignments were developed.

Differences in behavior problems were noted by most teachers. GATE students are highly verbal and are quick to point out the mistakes of others. Many exhibit a low tolerance for classmates. Most students in the classes had been leaders in their neighborhood schools and found their leadership position challenged in their new environment. This led to verbal conflicts in many classroom situations.

Teachers are most appreciative of the support given by parent volunteers and the advisory committees established at each school.

The screening of those students admitted to the programs was adequate. A few students--mostly behavior problems--were found to be misplaced and most were counseled from the program.

Teachers were pleased with the administrative support they received both locally and centrally. The GATE office staff and the GATE resource specialist were cited as being particularly helpful in getting the program underway and in furnishing materials upon request.

Some suggestions for program improvement were made. These include:

A. Acquisition of additional basic materials at all grade levels.

B. English, language, and spelling books should be provided.

C. Teachers need to be notified of decisions made which concern them and their activities.

D. Teachers should have greater input into decision making regarding the operaton of the program.

E. In-depth instruction in testing, especially in the use of the Structure of Intellect (SOI) test, should be given.

F. Overall behavior standards and exit criteria should be established.

G. Opportunity should be provided to inform all parents of academic expectations and behavioral standards before school starts.

H. Aide time on a regular, scheduled basis is needed.

I. Extra assistance in the establishing and operating of learning centers would assist teachers in classroom management.

J. Increased parent involvement in the overall program is needed.

Program Supervisors

The program supervisors for the GATE Program in the regular schools of the district were asked to complete a questionnaire (Attachment 4) concerning student identification, program operations, and the services of the GATE Advisory Committees.

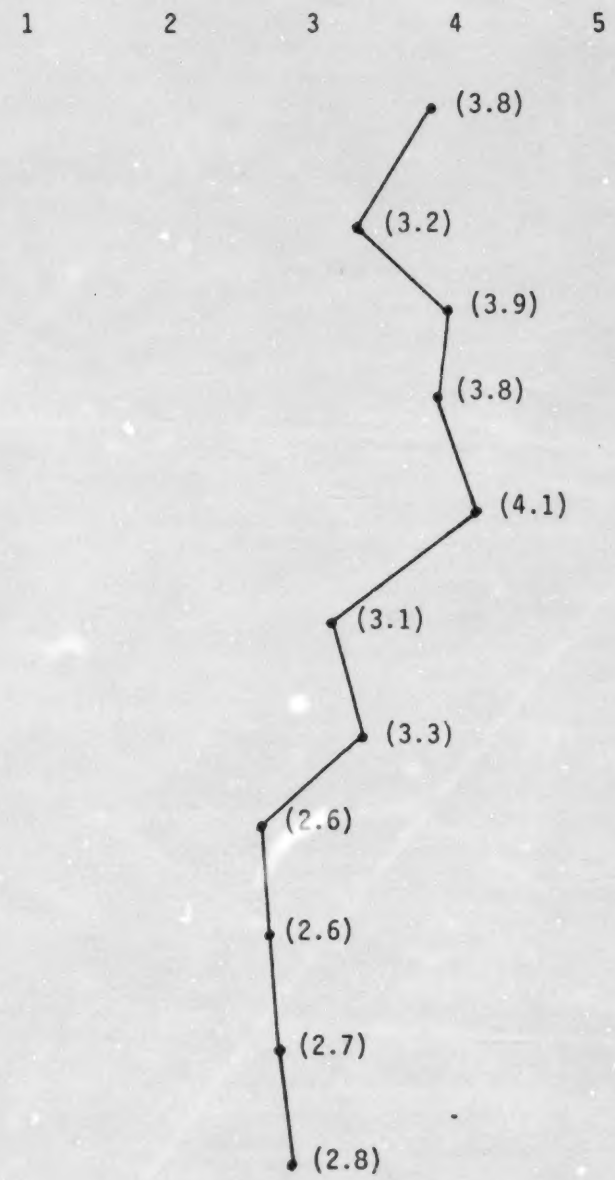
Elementary Schools

A total of 61 elementary school program supervisors returned completed questionnaires. Supervisors were asked to rate certain facets of the district's GATE Program on a 5 point scale where 5 was the most positive. Their responses were aggregated and an average score was gotten for each of the statements which represented areas of concern for the GATE Program. The data received are shown in line graph form in Table 25.

TABLE 25

PROGRAM SUPERVISORS' RATINGS OF VARIOUS FACETS
OF THE GATE PROGRAM FOR ELEMENTARY SCHOOL CHILDREN

Area of Concern	Rating
1. The method used by GATE office personnel in approving your school program this year	(3.8)
2. The method by which your approved GATE Program was funded for 1981-82.	(3.2)
3. The quality of assistance obtained through the GATE office.	(3.9)
4. The quality of assistance given by the program specialist for your segment.	(3.8)
5. The efforts of your program specialist in the procurement of instructional materials for your program.	(4.1)
6. The degree to which the new method of student identification results in the referral of the truly gifted.	(3.1)
7. The effectiveness of the screening methods used at your school this year.	(3.3)
8. The degree of planning occurring between classroom teachers and GATE instructors.	(2.6)
9. The school's GATE Advisory Committee met regularly to assist with program operations.	(2.6)
10. The effectiveness of the school level GATE Advisory Committee in the coordination of the school's GATE Program.	(2.7)
11. The accomplishment of activities planned for parents.	(2.8)



The efforts of the program specialist to procure instructional materials received the highest rating, an average of 4.08. Three other areas received a composite rating of over 3.50. These were the quality of assistance received from the GATE office and the program specialist and the method used by GATE office personnel in approving school programs. The lowest average score (2.61) received for any of the program concerns was for the degree of planning which occurs between classroom teachers and GATE instructors. This is followed by the operations of the GATE Advisory Committee and the accomplishment of activities planned by parents.

GATE Program supervisors for elementary schools were asked what activities or resources sponsored by GATE office personnel were found to be most helpful. The resource library and materials center and the resource specialist were most often mentioned. All replies were tabulated and are shown in Table 26.

TABLE 26

ACTIVITIES OR RESOURCES SPONSORED BY THE GATE OFFICE
FOUND MOST HELPFUL BY GATE SUPERVISORS FOR ELEMENTARY SCHOOLS

Activity/Resource	Times Mentioned
Resource library and materials center	25
Resource specialist assistance	10
Assistance in program writing	7
Creative thinking workshop	7
Explanation of referral forms	4
Great books workshop	4
SOI test materials	2
Seminar at CSUS	1
Teaching talented and gifted workshop	1

Supervisors made suggestions of other services the program specialist could provide to assist the GATE Program. These included providing time for teachers to meet and share ideas; having the names of resource personnel available; holding inservice training for working with students having special needs; and preparing a catalog of resource materials to be made available through the GATE office.

An important part of the GATE program is the identification of participants. Supervisors were asked to make recommendations regarding identification procedures. Many recommendations were made. These are summarized in Table 27.

TABLE 27

RECOMMENDATIONS FOR THE IDENTIFICATION OF GATE STUDENTS
MADE BY SUPERVISORS OF ELEMENTARY SCHOOL GATE PROGRAMS

Recommendation	Times Mentioned
Use more than 1 criterion	7
Delay identification until the end of grade 1	2
Use psychological testing	2
Inform local school personnel of criteria used to identify students	2

TABLE 27 (Continued)

Recommendation	Times Mentioned
Add language score to screening process	1
Allow teacher to refer students at the end of the year	1
Admit students only if performance good in regular classroom	1
Do not delay between reference and testing	1
Search for gifted among "trouble makers"	1
Put more emphasis on identification	1
Hold meeting on GATE program for all parents	1
Make an effort to remove behavior problems	1
Allow students to observe program before enrolling	1
Do not lower criteria	1
Do not shift paperwork onto teachers	1
Develop objective criteria	1

The recommendations in Table 27 indicate supervisors are not united in their thinking on the manner by which GATE students should be identified. However, many believe identification should not be made on a single criterion, such as a test score.

The amount of funds allocated to schools for GATE programs has long been thought to be inadequate by school personnel. An innovative method of funding schools was tried during the 1980-81 school year. Program supervisors were asked to provide written program plans to the GATE coordinator prior to the beginning of school. These plans were analyzed for appropriateness and cost by the coordinator and the appropriate program specialist and, if possible, funds were allocated to meet the estimated cost of the program.

Supervisors for the GATE Program in both elementary and secondary schools were asked to make recommendations on the method to approve and fund their programs. These recommendations for the elementary school programs are shown in summary form in Table 28.

TABLE 28

ELEMENTARY SCHOOL GATE PROGRAM SUPERVISORS' RECOMMENDATIONS
ON THE APPROVAL AND FUNDING OF SCHOOL LEVEL PROGRAMS

Recommendation	Times Mentioned
Additional funds needed	11
Speed up time of actions	6
Give schools equal funding according to GATE pupil numbers	2
Funding based on program - not student numbers	2
All teachers to spend own budget	1
Pay subs salary	1
Allow funds for students added during year	1
GATE teachers assigned to schools by formula	1
Allow for planning time	1

Inservice programs for personnel working in the GATE Program have been varied. Supervisors were asked to recommend the type(s) of program(s) they believe is/are needed by administrators and school staff members associated with the GATE Program. Their recommendations are shown in Table 29.

TABLE 29

RECOMMENDATIONS FOR THE FORM OF INSERVICE TRAINING NEEDED BY ADMINISTRATORS AND STAFF MEMBERS IN ELEMENTARY SCHOOLS

Recommendations	Times Made
Ideas to handle "pull out" progrmas	9
Session on requirements and identification procedures	9
Orientation session in fall on GATE requirements	8
Sessions on successful materials and units	6
Intra-school sharing sessions	4
Information on resource materials available	3
Instruction on individualizing instruction and classroom management	2
Substitutes for GATE teachers to attend workshops	1
How to report time and activities	1
Plan writing sessions	1

Information on the handling of "pull out" programs and orientation sessions on program requirements and identification procedures head the list of inservice needs for personnel from the elementary school segment.

Secondary Schools

A total of 40 supervisors/teachers of GATE Programs for grades 7-12 returned completed questionnaires (Attachment 4). Each rated 11 areas of the GATE Program as they affected the secondary schools on a 1 - 5 scale with 5 being most positive. Five of the areas received ratings which averaged over 4.0. The efforts of their program specialist in the procurement of instructional materials rated highest (4.55), followed by the quality of service by the program specialist (4.46); the quality of assistance gotten from the GATE office personnel (4.44); the method by which a school program was approved (4.12); and the method by which programs were funded during the year (4.10). All other areas were rated an average of 3.0 or better. A summary of all areas and the rating of each is shown in Table 30.

TABLE 30

THE EFFECTIVENESS OF SERVICE AREAS IN THE SECONDARY GATE PROGRAM AS RATED BY GATE SUPERVISORS

Area	Rating
1. The method used by GATE office personnel in approving your school program this year.	(4.1)
2. The method by which your approved GATE Program was funded for 1981-82.	(4.1)
3. The quality of assistance obtained through the GATE office.	(4.4)
4. The quality of assistance given by the program specialist for your segment.	(4.4)
5. The efforts of your program specialist in the procurement of instructional materials for your program.	(4.5)
6. The degree to which the new method of student identification results in the referral of the truly gifted.	(3.5)
7. The effectiveness of the screening methods used at your school this year.	(3.4)
8. The degree of planning occurring between classroom teachers and GATE instructors.	(3.3)
9. The school's GATE Advisory Committee met regularly to assist with program operations.	(3.2)
10. The effectiveness of the school level GATE Advisory Committee in the coordination of the school's GATE Program.	(3.4)
11. The accomplishment of activities planned for parents.	(3.1)

When the secondary GATE supervisors/teachers were asked to name the most helpful activity or resource they received from the GATE office personnel, they identified the Great Books seminar and the assistance they received in obtaining instructional materials as most helpful. Other areas cited were the Project Picture Book workshop, interest shown in their programs, the Taylor Program from the California State University, Sacramento, and the assistance given by the resource teacher assigned to secondary schools. A summarized listing of all areas mentioned is shown in Table 31.

TABLE 31

HELPFUL RESOURCES FOR THE GATE PROGRAM (GRADES 7-12)
SPONSORED BY GATE OFFICE PERSONNEL

Resource	Times Mentioned
Great Books seminar	10
Obtaining instructional material	10
Interest shown in visits and discussions	7
Project Picture Book workshop	5
Resource teacher	4
Taylor Program at CSUS	3
Film and film activities	1
Help with budget	1
GATE Advisory Board	1
Inservice to help plan program	1

Secondary supervisors/teachers were asked to make recommendations regarding the procedures used to identify potential GATE students. Several suggestions were made with the proposal to re-evaluate previously identified students periodically: add citizenship and desire factors to the identification process, and screen disadvantaged children carefully to discover their potential were named most frequently.

Supervisors/teachers also made recommendations regarding the approval and funding of GATE programs in secondary schools. They would like to see supervisors/teachers be able to approve field trips; have approval time speeded up; be able to have open lines of communication with program staff; and streamline operations to eliminate much of the paperwork now required.

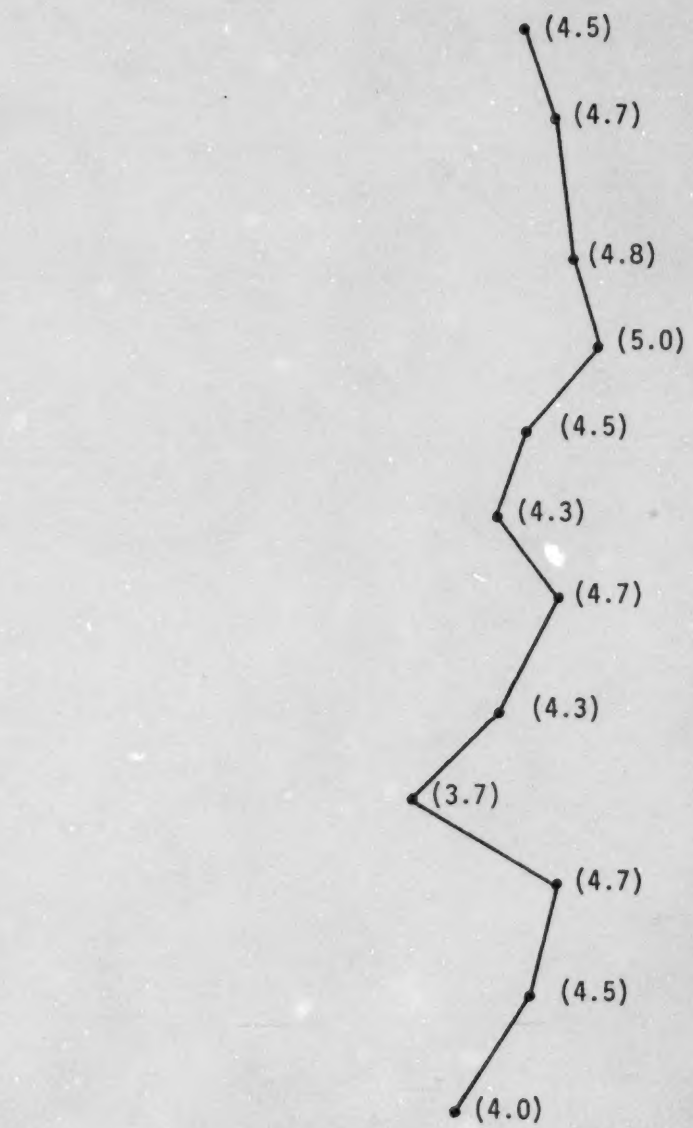
When the secondary school supervisors/teachers were asked to identify the type of inservice they believe administrators and school staff members need, they had many suggestions. These include the holding of a total staff workshop to alert all staff members to the GATE Program; instructing staff on the best ways to test students for proper identification; allow teachers to visit successful programs; help staff members to recognize "higher level thinking skills"; and inform staff members as to the nature of GATE students.

Advisory Committee

Members of the GATE Advisory Committee for the district were asked to complete a questionnaire (Attachment 5) dealing with their duties and the operation of the GATE Program. Members were asked to rate certain GATE Program activities on a scale of 1 - 5 with 5 being the most positive. Responses were averaged and the results are graphically displayed in Table 32.

TABLE 32

Area	Rating
1. State guidelines for the GATE Program were reviewed.	(4.5)
2. The goals and objectives of the district's GATE Program were clearly communicated to members of the Advisory Committee.	(4.7)
3. Adequate notice was given before each committee meeting.	(4.8)
4. Minutes of each meeting were prepared and distributed promptly.	(5.0)
5. The program budget was reviewed by committee members.	(4.5)
6. Methods of program evaluation were suggested.	(4.3)
7. Committee members had an opportunity to make input into the development of the GATE Program.	(4.7)
8. Committee members were made aware of program problems.	(4.3)
9. Program recommendations made were reflected in program changes.	(3.7)
10. Changes in the method used to identify students for inclusion in the GATE Program were reviewed.	(4.7)
11. The input of committee members was solicited in the establishing of the two alternate GATE Program schools.	(4.5)
12. Specific programs at various schools were discussed.	(4.0)



Advisory committee members volunteered several suggestions to help improve the GATE Program. These include: (1) program should address the needs of all schools, not just selected schools; (2) teachers for the GATE Program should be appointed on the basis of qualifications and experience; (3) each segment level should be discussed at each meeting to help articulate program operations; (4) a GATE high school should be made operational; and (5) feedback should be gathered from all GATE students on the programs in which they are participating.

CONCLUSIONS

1. Students attending the Isador Cohen or Sutterville Alternative GATE classes made excellent academic progress, especially in mathematics.

2. Parents were very positive in their support of the district's GATE programs in operation during the 1980-81 school year.

3. Most parents (73%) indicated they would like their child to continue in the GATE Program during the 1981-82 school year.

4. Parents would like GATE programs to include more classes on the sciences, creative writing, music, art, and basic subjects.

5. Parents believe "pull out" programs of instruction for GATE cause problems for students with their homeroom teachers.

6. Parents of students attending classes at the two alternative GATE schools are very positive about the information received on enrollment procedures, their feeling of acceptance by school personnel, and the attitude changes of their children.

7. The teachers in the two alternative GATE schools were pleased with the inservice workshop conducted for them, the parent support given, and the administrative backing received by the program.

8. School level supervisors for the GATE Program were very appreciative of the assistance given them by the program resource specialists and central office personnel.

9. The program supervisors for the elementary schools would like to see a higher degree of planning occurring between classroom teachers and GATE instructors for "pull out" instruction.

10. Members of the GATE Advisory Committee were very positive in their appraisal of GATE Program operations.

11. Several district schools with identified GATE students enrolled did not offer a special program for such students.

12. Only the Asian group showed any marked change in the numbers of GATE students identified during the 1980-81 school year when compared to the 1979-80 school year.

RECOMMENDATIONS

1. The GATE central office personnel and/or members of the district GATE Advisory Committee should prepare a cross-referenced list of topics and resource personnel available to the GATE Program.

2. A catalog of resource materials available through the GATE central office should be prepared for use by school supervisors and teachers.

3. An inservice training program should be held featuring the general nature of GATE students, the assistance available from the program specialists and other central office personnel, and the methods by which special instructional materials may be obtained.

4. The Alternative Program for GATE students in grades 3-6 appears to have had a successful initial year and should be continued.

Holland I. Payne
Director
Educational Evaluation Services Department

HIP:mk/18G

Attachment 1

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
GOALS AND OBJECTIVES FOR GIFTED AND TALENTED STUDENTS Revised, 1980

1.0 Academic Accomplishment

Goal: To enable G/T students to reach performance levels commensurate with ability.

Objective: By end of course, 80% of participating G/T students will attain 90th+ percentile or 10% improvement on standardized achievement tests; or significant achievement in literature, history, science, mathematics, language arts, foreign language, or fine arts as determined by teacher.

2.0 Advanced Knowledge

Goal: Each high school will provide the opportunity for advanced placement and in-depth studies correlating with student knowledge, skills, and needs.

Objective: By end of course, 80% of participating G/T students will pass Advanced Placement exam(s) (CEEB), or college or other courses beyond student grade level, or independent study.

3.0 Intellectual Skills

Goal: To develop higher level thinking skills so that students will learn to understand, evaluate, relate, and communicate abstract and complex ideas easily, and in general, to provide an atmosphere conducive to intellectual growth.

Objective: By end of course, 80% of participating G/T students will show significant growth in higher level thinking skills, such as those defined by SOI or Bloom categories.

4.0 Critical Thinking

Goal: To assist students in developing and applying skills of reasoning and thoughtful judgment to both theoretical and experimental problems and subjects.

Objective: By end of course, 80% of G/T students who have participated in a study of logical inquiry and reasoning, or criteria for literary, scientific, and aesthetic critiquing will show significant improvement as determined by teacher.

5.0 Creative Problem Solving

Goal: To aid students in developing and improving their fluency, sophistication, and flexibility in formulating creative alternative solutions to many types of problems.

Objective: By end of course, 80% of G/T students who have participated in activities designed to teach creativity and competency in solving problems appropriate to grade level will demonstrate competency as determined by teacher.

6.0 Creation of Original and Worthwhile Products

Goal: To provide opportunities for G/T students to develop their creative potential and to appreciate both the aesthetic and utilitarian creativity of others.

Objective: By end of course, 80% of G/T students who have participated in learning experiences designed to increase appreciation, fluency, flexibility, and originality in production of creative products will have produced at least one creative product which meets criteria set by school.

7.0 Development of Leadership Skills

Goal: To enable G/T students to gain an increased understanding and ability to utilize leadership skills in assuming responsible and productive roles in both school and community.

Objective: By end of course, 80% of participating G/T students will have successfully organized themselves and/or others to accomplish group, school, or community goals.

8.0 Knowledge of Career Possibilities

Goal: To provide opportunities for G/T students to gain awareness of career and higher education possibilities.

Objective: By end of the course, 80% of participating G/T students will have investigated at least two career or higher education possibilities appropriate to their age and intellectual and creative capabilities.

9.0 Improvement of Self-Concept

Goal: To provide opportunities for each G/T child to develop a realistic and healthy concept of himself or herself and an appreciation of others.

Objective: By the end of the course, 50% of the G/T students enrolled in gifted programs with a self-concept component or involved in regular counseling programs will show significant gain in self-esteem or in solving the problems which brought them to counseling, as measured by a self-esteem inventory or teacher or counselor judgment.

10.0 Sensitivity and Responsibility to Others

Goal: To help G/T students develop sensitivity and responsibility to others.

Objective: By the end of the course all participating G/T students will have taken part in at least 5 exercises or significant class discussions on this subject.

11.0 Constructive Ethical Standards

Goal: To help G/T students develop a commitment to constructive ethical standards.

Objective: By the end of the course all participating G/T students will have taken part in significant activities or discussions on this subject.

8/80

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
CRITERIA FOR GATE IDENTIFICATION, 1980-81

NOTE: The 2-page, pink GATE REFERRAL FORM (GATE-1, 10/80) must be submitted for each student recommended.

Final recommendation will be on the basis of all the criteria (1, 2 & 3) below:

1. Teacher or counselor or administrator recommendation
2. Parent or student recommendation or comment
3. One of the following:
   a. Intelligence Test Score: 98th %ile
      Individual Tests: Wechsler, Stanford-Binet, or equivalent
      Group Tests: Cognitive Abilities Test, Otis-Lennon (for Gr. 7-12), or equivalent.
   b. SOI (Structure of the Intellect - Guilford) Test
      11 out of 24 scores 3 grades or more above level according to Meeker's graded profile sheet
   c. Achievement Test Score (CTBS, ITBS, or equivalent)
      Total Battery - 96%
      OR Total Reading and Total Math - 96%
      OR Total Reading or Total Math - 98%
   d. Grade point average of 3.8 in all academic subjects over a period of at least 2 consecutive years, beginning in 7th grade.
   e. Staff judgment of extraordinary ability in art, music, drama, leadership, or other academic area (e.g., science).

   (Note: Students should not be identified in any of these areas unless the school offers an adequate program in that area.)

   OR If child shows extremely high potential but low performance due to educational deprivation.

   In these cases, at least two qualified people must write statements using specific reasons and examples of student's characteristics to support their recommendations AND the student will be interviewed by the GATE program specialist or representative.

An interview may be requested with students qualifying under criteria a, b, c, and d above, as well as "e."

The above criteria do not preclude the use of other methods on a pilot basis.

When the above items are assembled, final decision as to certification will be made by the GATE coordinator and program specialist, in consultation, if necessary, with the psychologist and/or person of student's cultural background. The GATE coordinator will be responsible for informing the parent of the decision.

PRE-SCREENING is not recommended. If you wish to pre-screen as a way to sort out students who are sure not to qualify, please contact the GATE office first.

HH:cb
10/80

Attachment 2

Sacramento City Unified School District
Administration Building
Administrative and Evaluation Services Office

GATE PROGRAM EVALUATION
PARENT OPINION - ELEMENTARY SCHOOLS

_____ _____
School in Which Student Enrolled Grade Level

Your child has been participating in an specially designed class/program for gifted and/or talented students (GATE). Your assistance is requested in the evaluation of this program. A series of statements related to the enrichment program and your child follows.

A. My child has been participating in the GATE classes provided at his/her school.

_____Yes _____No

If yes, what were the classes?_____

_____

_____

B. Please respond to each of the following about which you believe you have sufficient knowledge to make an informed judgement by putting a check (✓) in the appropriate column.

Statements	(1) Very Much	(2) Adequately	(3) Some	(4) None	(5) Don't Know
1. Program activities were discussed at home.					
2. The program was appropriate for the GATE students involved.					
3. Interests and/or abilities were stimulated as a result of enrichment experiences.					
4. The program included attention to the development and knowledge of basic facts.					
5. There has been academic challenge in the program.					
6. The association with many other gifted/talented students in the same class has been beneficial to my child.					
7. Program activities seem to have stimulated my child's interest in learning.					
8. The program helped my child communicate ideas and feelings more effectively.					
9. My child's study habits have improved.					
10. My child has been stimulated to be more creative as a result of the GATE activities.					
11. My child has begun to experiment with new ideas and materials as a result of the GATE activities.					

(See other side)

C. Please respond to each of the questions below:

Questions	Yes	No
1. Have you been provided with sufficient information about the GATE program?		
2. Were you given an opportunity to discuss your child's participation in the GATE program?		
3. Do you believe the program at your school has met your child's interests?		
4. Has any part of the class/program created problems for your child? If yes, please explain in D below.		
5. All things considered, do you feel the program has been a positive experience for your child?		
6. Would you like your child to continue in this type of program?		

D.

E. What areas of the educational curriculum do you believe should be given extra emphasis in future years?

F. What other changes can you suggest to improve the program at your child's school?

Signature (OPTIONAL)

Attachment 3

Sacramento City Unified School District
Administration Building
Administrative and Evaluation Services Office

GATE PROGRAM EVALUATION
PARENT OPINION - SECONDARY SCHOOLS

_____ _____
School in Which Student Enrolled Grade Level

Your child has had the opportunity to be in one or more GATE classes this year. These classes are to be qualitatively different from regular classes. Your assistance is requested in the evaluation of this program. A series of questions and statements related to the GATE program and your child follows.

Please respond to each of the statements about which you believe you have sufficient knowledge to make an informed judgement. Put a check in the appropriate space or column and return your completed form in the envelope provided.

A. My child has been involved in GATE class(es) this year. _____Yes _____No

If yes, which classes?_____

_____

B.

	Statements	(1) Very Much	(2) Adequately	(3) Some	(4) None	(5) Don't Know
1.	I have received information about the classes which are available.					
2.	The number of GATE courses offered at our school is adequate.					
3.	I am satisfied with the number of other advanced classes available.					
4.	I am satisfied with the quality of academic work required in GATE classes.					
5.	The GATE class encouraged my child to produce original products (e.g., poems, plays, stories, speeches, experiments, research projects).					
6.	GATE classes have stimulated my child's interest in learning.					
7.	The class offered an opportunity for students to do independent study or investigation.					
8.	The class offered in-depth study of subject matter.					
9.	GATE classes have helped my child to be creative or to experiment with new ideas.					
10.	My child took leadership roles in the GATE class (e.g., led discussions, supervised or managed special events, headed a committee, taught a lesson).					
11.	The association with other gifted students in the same class has had social value for my child.					

Statements	Very Much (1)	Adequately (2)	Some (3)	None (4)	Don't Know (5)
12. I am satisfied with the range and quality of elective classes available to my child.					
13. Adequate counseling has been available to my child.					
14. I have been satisfied with the availability of staff personnel to answer questions and explain procedures?					

C. Has any part of the GATE class created problems for your child? _____Yes _____No

If yes, please explain.

D. What areas of the educational curriculum do you believe should be given extra emphasis in future years?

E. What other changes can you suggest to improve the program at your child's school?

_____
Signature (OPTIONAL)

Attachment 4

Sacramento City Unified School District
Administration Building
Administrative and Evaluation Services Office

GATE PROGRAM EVALUATION
PROGRAM SUPERVISOR/SECONDARY TEACHERS

Your school has been involved in the GATE Program during the 1980-81 school year. As the supervisor/teacher of this program, your assistance is requested in the evaluation of the program.

A. My position is:

_____Administrator
_____Program Coordinator
_____Teacher

The school segment level is:

_____Elementary
_____Junior High/Middle
_____Senior High

B. Please respond to the following statements as they refer to your program and the services you received from the GATE office. Rate each statement on a scale of 1 to 5, with 5 being the most positive. Make a check mark at the point on the scale which represents your evaluation of the services provided or methods used.

		1	2	3	4	5
1.	The method used by GATE office personnel in approving your school program this year					
2.	The method by which your approved GATE Program was funded for 1981-82					
3.	The quality of assistance obtained through the GATE office					
4.	The quality of assistance given by the program specialist for your segment					
5.	The efforts of your program specialist in the procurement of instructional materials for your program					
6.	The degree to which the new method of student identification results in the referral of the truly gifted					
7.	The effectiveness of the screening methods used at your school this year					
8.	The degree of planning occurring between classroom teachers and GATE instructors					
9.	The school's GATE Advisory Committee met regularly to assist with program operations					
10.	The effectiveness of the school level GATE Advisory Committee in the coordination of the school's GATE Program.					
11.	The accomplishment of activities planned for parents					

(Please see other side)

C. What activities or resources sponsored by the GATE office personnel did you find most helpful?

D. What other services could program specialists provide that would be helpful to your program?

E. What changes would you recommend in the procedures used to identify potential GATE students?

F. What recommendations would you care to make regarding the approval and funding of school level programs?

G. What type of inservice program(s) is/are needed for administrators and school staff members?

H. If applicable, was articulation provided between the SIP and the GATE program?

_____Yes _____No _____Don't Know

Attachment 5

Sacramento City Unified School District
Administration Building
Administrative and Evaluation Services Office

GATE PROGRAM EVALUATION
ADVISORY COMMITTEE MEMBER

I am a _____School Employee, _____Parent, _____Student

As a member of the District Advisory Committee for the GATE Program for the 1980-81 school year, your duties include participation in the coordination and evaluation of the program. Therefore, your opinions relative to program effectiveness and committee operations are requested.

A. Please respond to each of the statements below as they refer to the GATE Program. Rate each statement on a scale from 1 through 5, with 5 being the most positive. Mark the point on the scale which represents your evaluation of each statement as an Advisory Committee Member.

		1	2	3	4	5
1.	State guidelines for the GATE Program were reviewed.					
2.	The goals and objectives of the district's GATE Program were clearly communicated to members of the Advisory Committee.					
3.	Adequate notice was given before each committee meeting.					
4.	Minutes of each meeting were prepared and distributed promptly.					
5.	The program budget was reviewed by committee members.					
6.	Methods of program evaluation were suggested.					
7.	Committee members had an opportunity to make input into the development of the GATE Program.					
8.	Committee members were made aware of program problems.					
9.	Program recommendations made were reflected in program changes.					
10.	Changes in the method used to identify students for inclusion in the GATE Program were reviewed.					
11.	The input of committee members was solicited in the establishing of the two alternate GATE Program schools.					
12.	Specific programs at various schools were discussed.					

(Please see other side)

	1	2	3	4	5
13. The efforts of the Advisory Committee members appear to be effective in assisting program operations.					
14. My presence on the committee was beneficial to me as an individual.					

B. What suggestions would you care to make for improving the program?

C. What suggestions would you care to make to improve the effectiveness of the of the Advisory Committee?

Attachment 6

Sacramento City Unified School District
Administration Building
Administrative and Evaluation Services Office

GATE ALTERNATIVE PROGRAM
PARENT OPINIONAIRE

CHECK SCHOOL CHILD IS ATTENDING

( ) Isador Cohen

( ) Sutterville

CIRCLE GRADE LEVEL

3 4 5 6

Your child has been enrolled in a special class created for gifted and/or talented students. The Board of Education has asked that the program be evaluated. Your assistance in this evaluation is requested.

A series of statements related to the operation of the special program and to your child follows. Please respond to each statement by putting a check (✓) in the appropriate column and by answering the questions requesting your opinion in written form.

A.	Statements	Very Much	Adequately	Some	None	Don't Know
1.	Dates and procedures for the activities needed to enroll my child in the alternative program were clearly communicated.					
2.	Pre-enrollment activities scheduled by GATE office personnel were beneficial.					
3.	The program included attention to the development and knowledge of basic facts.					
4.	The curriculum offered includes instruction in areas other than the basic skills.					
5.	My child's study habits have improved.					
6.	The behavior standards expected of students have been explained.					
7.	Students are taught to maintain respect for themselves and others.					
8.	Individual differences are being considered in classroom assignments.					
9.	Homework assignments are meaningful.					
10.	Students are learning to accept responsibility for their assigned work.					
11.	Open communication exists between home and school.					
12.	There has been academic challenge in the program.					

(Over, Please)

	Statements	Very Much	Adequately	Some	No	Don't Know
13.	My child's thinking skills have been sharpened through participation in the program.					
14.	My child's interests and/or abilities were stimulated as a result of enrichment experiences.					
15.	The association with many other gifted/talented students in the same class has been beneficial to my child.					
16.	The program helped my child communicate ideas and feelings more effectively.					
17.	My child has shown an increase in creative activities this school year.					
18.	I have assisted at the school as a parent volunteer.					
19.	I feel welcome when I visit the school.					
20.	I have helped with the projects and activities for my child's class.					
21.	The GATE Parent Advisory Committee has given me an opporutnity to become involved in program activities.					
22.	The GATE Parents' Newsletter has kept me informed of school and district activities of importance.					
23.	My child has a postive attitude toward the GATE class.					
24.	The Alternative Program meets my expectations.					

Please add comments:

B. Do you believe the alternative program has benefitted your child?

_____Yes _____No Please explain your answer.

C. Has any part of this alternative program created a problem for your child?

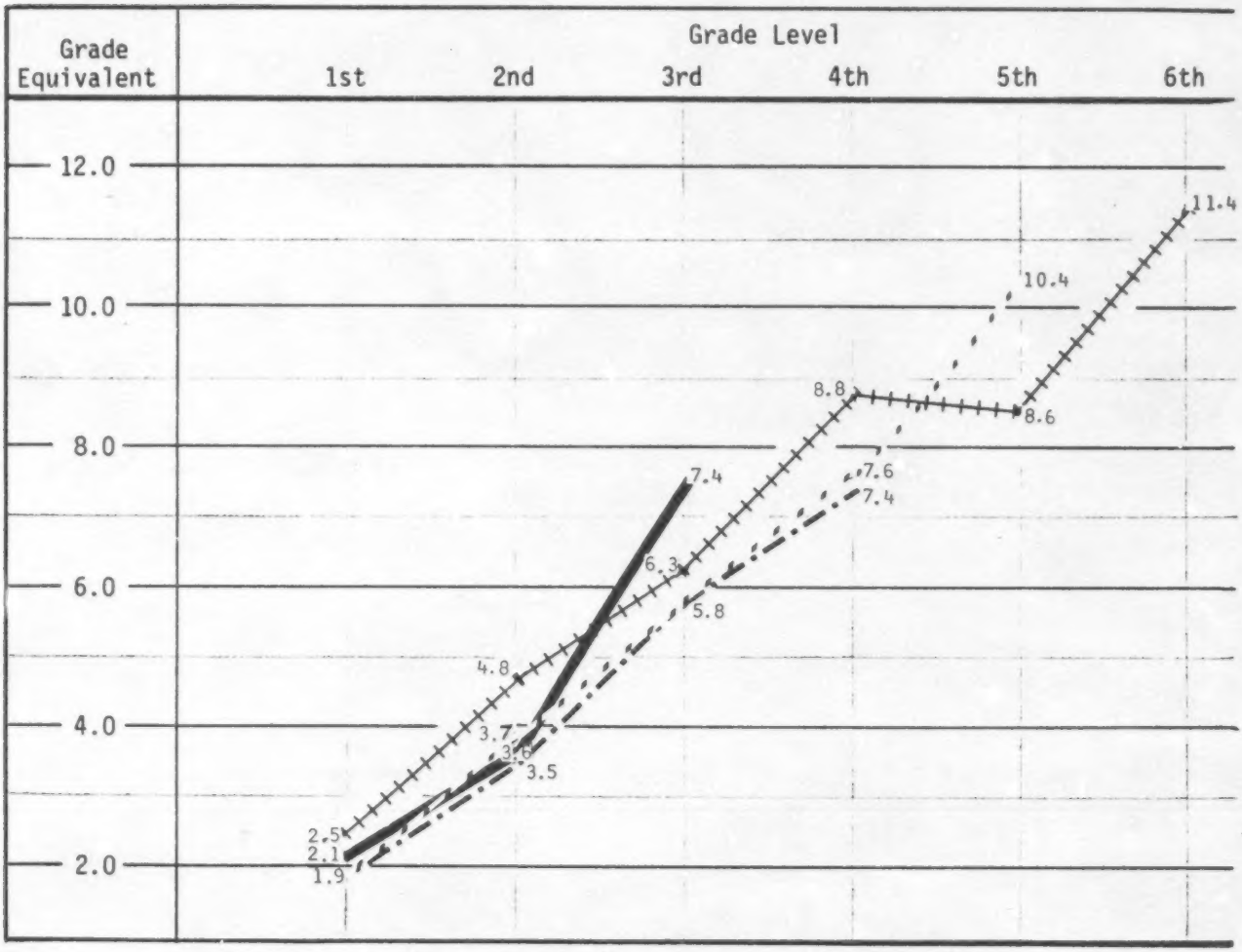
_____Yes _____No If Yes, please explain.

D. What changes, if any, have you noticed in your child's attitude toward school?

E. What suggestions would you make for program improvement?

Name (OPTIONAL)

Record of Longitudinal Reading Achievement by Alternative Program GATE Students at Isador Cohen, Including 1980-81 School Year



Key

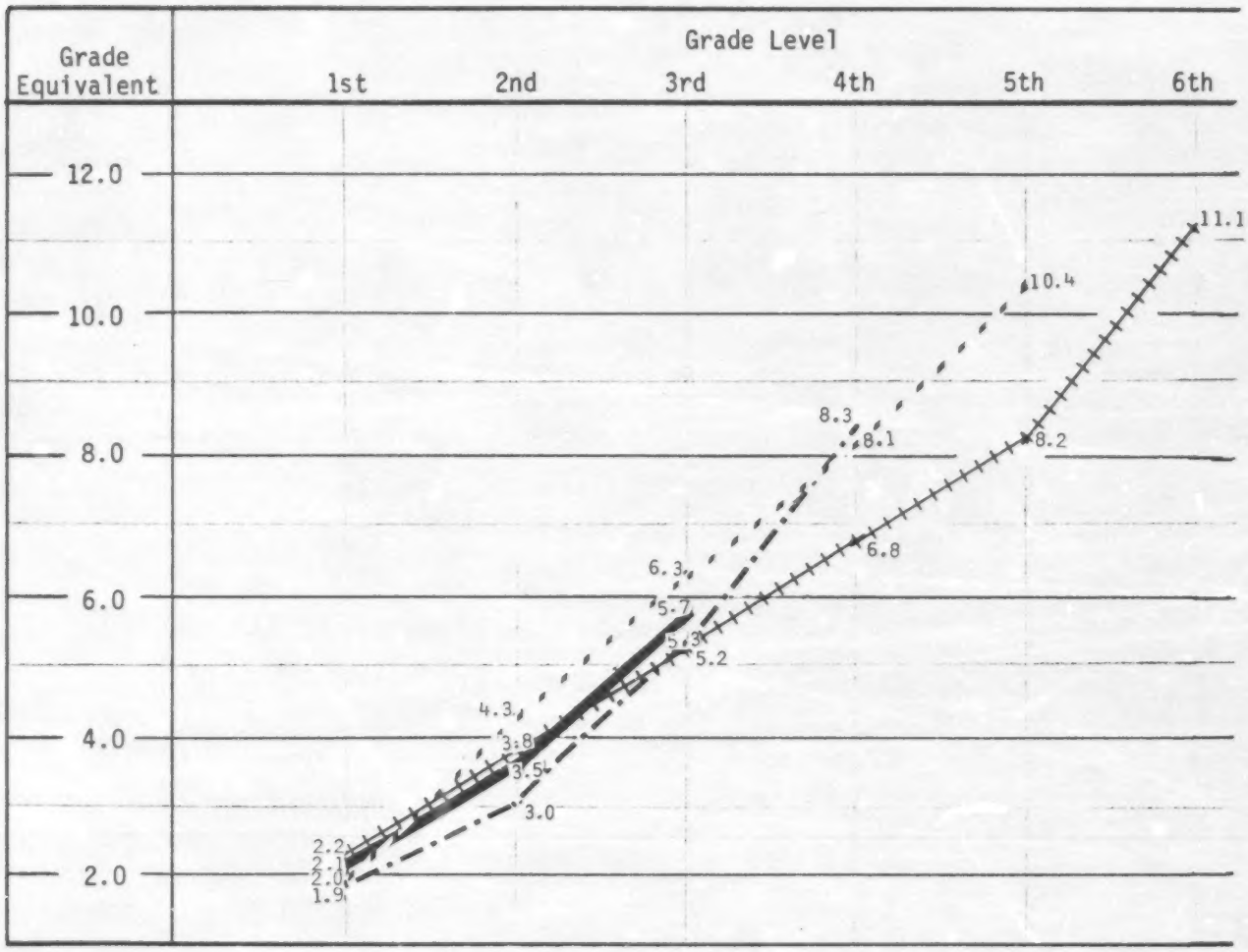
3rd Grade

4th Grade

5th Grade

6th Grade

Record of Longitudinal Reading Achievement by Alternative Program GATE Students at Sutterville, Including 1980-81 School Year



Key

3rd Grade

4th Grade

5th Grade

6th Grade

THE MEAN ACADEMIC ACHIEVEMENT OF A GROUP OF GATE
STUDENTS NOT SELECTED FOR THE ALTERNATIVE GATE CLASSES

Subject Area	Grade 3			Grade 4			Grade 5			Grade 6		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
READING												
Number of Students	32	32		23	23		17	17		24	24	
Average Raw Score	67.7	68.2	+0.5	64.0	74.7	+10.7	76.6	70.5	-6.1	67.2	74.7	+7.5
Grade Equivalent	3.3	5.1	+1.8	4.6	6.2	+ 1.6	6.9	8.2	+1.3	7.5	9.3	+1.8
Percentile Rank	78	84	+6	78	80	+ 2	86	85	-1	79	81	+2
LANGUAGE ARTS												
Number of Students	31	31		22	22		16	16		24	24	
Average Raw Score	67.4	78.7	+11.3	74.0	83.7	+ 9.7	82.2	88.4	+6.2	87.7	91.4	+3.7
Grade Equivalent	3.3	5.5	+ 2.2	4.8	7.2	+ 2.4	6.7	9.1	+1.4	8.9	10.1	+1.2
Percentile Rank	83	83	0	74	81	+ 7	77	83	+6	81	82	+1
MATHEMATICS												
Number of Students	32	32		21	21		17	17		24	24	
Average Raw Score	46.4	83.6	+37.2	80.2	88.0	+ 7.8	88.6	80.6	-8.0	77.3	81.9	+4.6
Grade Equivalent	3.3	4.8	+ 1.5	4.4	5.2	+ 0.8	5.3	7.6	+2.3	7.0	7.8	+0.8
Percentile Rank	88	85	- 3	79	70	- 9	72	84	+12	78	70	-8

Pretest 01/15/80; Posttest 01/15/81; 10 months period

MEAN ACADEMIC ACHIEVEMENT FOR THE ISADOR COHEN AND SUTTERVILLE GATE CLASSES AND CONTROL GROUPS OF GATE STUDENTS IN GRADES 3-6

Months Gained During 1980-81 School Year*

		Grade 3			Grade 4			Grade 5			Grade 6		
		Control	Cohen	Sutter-ville	Control	Cohen	Sutter-ville	Control	Cohen	Sutter-ville	Control	Cohen	Sutter-ville
Reading	N	32	24	24	23	27	26	17	27	31	24	30	27
		18	29	07	16	06	17	13	28	13	18	10	17
Language Arts	N	31	24	21	22	26	26	16	28	31	24	29	27
		22	28	17	24	25	18	14	34	07	12	08	12
Math	N	32	24	25	21	26	26	17	28	31	24	30	27
		15	21	10	08	13	20	23	43	21	08	11	24

SUMMARY

Reading	IC>Co>Su	Su>Co>IC	IC>Co≧Su	Co>Su>IC
Language Arts	IC>Co>Su	IC>Co>Su	IC>Co>Su	Co≧Su>IC
Math	IC>Co>Su	Su>IC>Co	IC>Co>Su	Su>IC>Co

* Control Students' Achievement from 01/15/80 → 01/15/81 - Alternative Classes 09/10/80 → 05/07/81